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| Name: Kylie Corrigan Date: 11/25/14 Lesson Title: Multiplication  Grade Level: Third Grade  Length of Lesson (Minutes): 90 minutes |
| **Common Core State Standards or State Standards**  (*Include the number and the entire standard. Highlight relevant portion emphasized in this lesson*.) |
| Math- Third Grade- Operations and Algebraic Thinking   * CCSS.MATH.CONTENT.3.OA.A.1   Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7*.   * CCSS.MATH.CONTENT.3.OA.A.3   Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1   * CCSS.MATH.CONTENT.3.OA.C.7   Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.  Math Practices  MP.1. Make sense of problems and persevere in solving them.  MP.2. Reason abstractly and quantitatively.  MP.4. Model with mathematics.  MP.7. Look for and make use of structure.  MP.8. Look for and express regularity in repeated reasoning. |
| **Central Focus of Unit/Learning Segment**  (*The single instructional theme or essential question across the planned learning segment that is aligned with content standards and relevant learning objectives*.) |
| Becoming fluent in Multiplication |
| **Lesson Objectives**  (*Observable statements that specify what students will be able to do at the conclusion of a lesson. Such objectives should be aligned with relevant content standards and should include verbs that allow for measurement of students’ achievement of the desired outcome*.) |
| The student will interpret products of whole numbers.  The student will solve multiplication word problem using equal groups and arrays.  The student will become fluent in multiplication skills. |
| **Language Demands** |
| **Language Function & Key Learning Task**  (*Identify a language function central to the learning segment and a key learning task that provides students with the opportunity to practice using it. A language function is the purpose for using language in the learning task or what students will use the language to do; it’s typically represented by an action verb in the lesson objective. Examples include, but are not limited to: analyze, argue, categorize, compare/contrast, describe, explain, interpret, justify, model, predict, question, retell, summarize*…)  Language Function: Explain, Interpret, and Retell.  Key Learning Task: “Find Someone Who…”- In this task, the students will have a worksheet with 16 different problems. The students will find someone in the class to answer one of their problems. The first student will ask the question. The second student will give their answer. The first student will agree if it is correct or disagree if it is wrong. If the students disagree, then the students will discuss how to get the correct answer. Once they agree on an answer the second student will initial the first student’s worksheet. The two students will then switch roles. The students with have to have someone different for each question. They should have 16 different student initials on their paper.  <http://www.teacherspayteachers.com/Product/Find-Someone-Who-3OAA1-Multiplication-and-Division-Common-Core-Math-742057>    **Content/Academic Vocabulary**  (*List and define the content vocabulary taught in the lesson*.)   1. Multiply- the basic idea of multiplying is repeated addition or making a number of groups of a number 2. Factors- numbers you can multiply together to get another number. 3. Product- the answer when two or more numbers are multiplied together. 4. Equals- same as 5. Equal Groups- Groups that have the same number of equivalent items. 6. Arrays- items (such as objects, numbers, etc.) arranged in rows and columns. 7. Repeated Addition- Adding the same number again and again in order to find the answer to a multiplication problem. 8. Commutative property-you can swap numbers around and still get the same answer when you multiply.   **Discourse & Syntax**  (*Describe how students will use one or both of the following. Include language that you will expect students to use verbally and in written form*.)   * Discourse (*how students talk and verbally communicate in knowledge construction in ways specific to discipline*)   + Students should use academic vocabulary from the list above. They should be saying product instead of answer. They should be calling the numbers they are multiplying factors. When reading a problem, the student should use the words “multiplied by” and “equals.” For example, the equation “3x4=12” should be read as “three multiplied by 4 equals twelve.” * Syntax (*set of written conventions specific to discipline for organizing symbols, words, & phrases together into structures, for example, sentences, formulas, staffs in music, etc*.)   **Supports**  (*What opportunities AND supports will you provide for students to use the language function, practice and apply content language/academic vocabulary, and integrate discourse and syntax? Describe how you & students will use these supports. (i.e., graphic organizer, anchor chart, foldable, chart, model, word wall, and strategies such as think, pair, share, etc.). Consider how you will use/differentiate these supports to meet the needs of learners with different levels of language learning*.)  The student will have the opportunities to communicate with each other through both activities. The student will have their multiplication fact sheet to use while doing the activities. The students are also grouped with students on different levels, so the students have the ability to support each other. The student will be able to compare their thinking and share ideas with each other. I will be walking around the room to help the students also. I will make sure they understand what they are supposed to do, and how to do it. I will also model how I expect the activities to be done before the students do them. |
| **Materials/Resources**  (*What do you need for this lesson*?) |
| * Entrance Slip x 18 * “Find Someone Who” worksheet x 18 * “The Meal Planning” Packet x 18 * Pencil * Clipboards or textbooks |

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| **Assessment/Evaluation Criteria** |
| **Formative Assessment**  (*A range of assessment procedures used by teachers during the learning process in order to modify teaching and learning activities to improve student achievement occurring throughout the lesson*.)  Entrance Slip:  The students will get an entrance slip at the beginning of the class. The slip is called “Self Assess.” The prompts are “Something I understand well:” and “Something I could use more coaching on.” This allows for the student to be honest with what they know and what they need help with. This also allows for the teacher to see how the students feel about their mastery in the topic.  <http://www.teacherspayteachers.com/Product/Using-Entrance-Slips-to-Guide-Instruction-A-Formative-Assessment-Resource-807273>  Observation and Questioning:  I will walk around the room while they work on their meal planning activity. At this time, I will be able to see how well they are doing with their multiplication skills. I will also be able to ask the students questions while they work in their groups.  The question:  “What would you do if one of the family members left for the day?”  “What would you do if two of the family members left for the day?”  “What would you do if the family members had one friend come over for the day?”  “What would you do if the family members had two friends come over for the day?”  **Summative Assessment**  (*Summative assessments occur at the end of the lesson to determine what students know and do not know. What evidence will you collect and how will it document individual student learning/mastery of lesson objectives? Include evaluation criteria such as a checklist, rubric, answer key, % earned for mastery, etc. Attach copies of any documents that will be used as evidence*.)  Five-Question Quiz:  The student will take a five-question quiz at the end of the lesson. The quiz will consist of five word problems. The students will have to solve each one. They will be told to use their strategies to solve the problems. The students will have to decide which strategies they want to use. The students will show mastery by correctly using array, equal groups, and repeated addition. The students will also show mastery by having the correct product to the problem. The students will have reach mastery if they have 5 out of 5 problems correct. The student will be proficient if they have 3 of the 5 problems correct. Anything below the 3 out of 5, the students will need more teaching and coaching.  <http://www.mathworksheets4kids.com/word-problems/multiplication/1by1.pdf>  **Academic Feedback** (*Based on your formative and summative assessments, How will you monitor and/or give academic feedback? How will students use the academic feedback? What opportunities are you giving students to use*  The student will receive their feedback through conversation or writing. The students can have a conversation with the teacher on things they need to work on. The teacher can give the student strategies or tools to help the student with concepts they don’t understand. The student can use those strategies or tools to better their learning and understanding. The teacher can give feedback through writing on assignments or quizzes. The students can take that feedback and apply to what they already know. The teacher may need to communicate this feedback to the student verbally. Student will use the feedback to correct their answer or use the feedback itself to study the correct way to work the problem out using arrays, equal groups, or repeated addition. They may also use the feedback to remember the correct product to a multiplication fact. |

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| **Instruction**  (*Include a suggested time for each major activity in the plan below*.)  *Be sure to include both formative and summative assessment within your instructional plan. This plan should be highly detailed and carefully sequenced with information so that another teacher could implement your plan. The plan explains both student and teacher actions.* | **Higher-Order Thinking Questions**  *Identify high order thinking questions that cannot be answered with a yes or no*. |
| **Set/Hook/Motivator**  (*This brief section at the beginning of the lesson grabs the students’ attention and focuses their thoughts on the learning objectives by utilizing knowledge of students’ academic, social, and cultural characteristics*.)  Time: 5 minutes  Entrance Slip:  The prompts are “Something I understand well:” and “Something I could use more coaching on:.” Students will assess themselves. See more information under Formative Assessment. I will tell the students to write about what they understand and what they need more help on with the multiplication strategies, such as arrays, equal groups, repeated additions, and skip counting. The students will need to write complete sentences. I will take these up and look at them after class.  Time: 20 minutes  “Find Someone Who”  Student will get a “Find Someone Who” worksheet. They will follow the instruction stated under Key Learning Task. After the students are finished, we will go over each question as a class. I will have a blank student sheet pulled up on the board. I will called on a student and have them tell me how the problem is worked out. I will be able to write directly on the sheet using the interactive whiteboard. The students will check off their problems if their answers are correct. If their answers are wrong, they are to write the correct answer down. | * What strategies do you feel comfortable with? * What strategies do you need more coaching on? * What is the commutative property? * If an answer were in a different order, would that answer be correct? * What would make that answer correct? |
| **Instructional Procedures**  (*This is the body of the lesson plan; it is the way in which information is shared with students and the methods used to help them assume a level of mastery of that material*.)  Time: 40 minutes  Meal Planning:  The students will get a packet containing a menu with prices and a log for breakfast, lunch, dinner, and a snack for Monday. The student has to have a protein, a vegetable, a grain, a dairy, and a fruit for each meal, except snack. For the snack, they just chose one item. The students will find the total cost for each meal, and then the total cost for the whole day. I will pull up one of the sheets on the interactive whiteboard, and model how the students’ paper should look like before breaking into groups. Once I have modeled and the students understand what to do, the students will break up into their group and go to their designated areas. I will hand each group a paper with a number that will represent the number of family members they have to plan the meal for. The students will be able to use the back of their paper to model the fact out if they get stuck on a fact.  <http://www.teacherspayteachers.com/Product/The-Meal-Planning-Project-914288> | * “What would you do if one of the family members left for the day?” * “What would you do if two of the family members left for the day?” * “What would you do if the family members had one friend come over for the day?” * “What would you do if the family members had two friend come over for the day?” * How did you know how to find the total price of each item you needed? * How did you know how to find the total cost of each meal? * How did you know how to find the total cost for the day? * How would this fact look as an array? * How would this fact look as repeated addition? * How would this fact look as an equal group? |
| **Closure**  (*The closure provides an opportunity for STUDENTS to demonstrate that they’ve met the learning objectives for the lesson by actively engaging in a short task. Examples of tasks include exit tickets, think-pair-share, use of clickers, etc. The closure can include your summative assessment*.)  Time: 15 minutes  Share:  After the students are finished with their meal planning, each group will come up and share their plans. They will go over what foods they chose, and how much it cost to feed the family they had.  Time: 10 Minutes  Five-Question Quiz:  The student will finish the class with five word problems. The students with choose what strategies or tools to use to complete the quiz. | * Revisit these questions: * How did you know how to find the total price of each item you needed? * How did you know how to find the total cost of each meal? * How did you know how to find the total cost for the day? |

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| **Adaptations to Meet Individual Needs**  (How will you adapt the instruction to meet the needs of individual students?) |
| High-Level Learners: I would give these students a multiplication factor of 7,8, or 9 as the number of family members. I would want them to work on the higher multiplication facts. I would also tell these students to choose at least two items costing 6 or more dollars for each meal.  On-Level Learners: I would give these students a multiplication factor of 3, 4, or 6 as the number of family members. I would want them to work on all of their multiplication facts  Struggling Learners: I would give these students a multiplication factor of 2, 5, or 10 as the number of family members. I would have them work on their lower multiplication fact to have them master them first.  English Language Learner: If I had any ESL students, I would turn the quiz into a Spanish quiz. For the activities, I would not penalize the student for not getting the activity done. I would have this student in a group they work very well with.  Other individual needs of the students/class you are teaching? |
| **Management/Safety Issues**  (*Are there any management and/or safety issues that need to be considered when teaching the lesson? What supports and behavioral management strategies are you providing to your students to facilitate a smooth and structured lesson. Provide classroom-wide strategies as well as those needed for specific students*.) |
| * The students will not run. The student are to walk when an active activity is going on or going to their designated group meeting place. * The students are to keep their papers on hard surfaces. When the students are writing their paper should be on a hard surface. They are not allowed to use each other backs to write on their paper. * The students should talk at a reasonable volume. There should be no yelling. * The students should be respectful to one another. There should not be any name-calling, hateful words, or bullying going on. * The student will not lean back in their chairs. All four legs of the chairs are to stay on the ground. |
| **Rationale/Theoretical Reasoning** |
| **Rationale**  (*Describe suggestions and research-based best practices for teaching the specific content in your lesson. This should not be generic information that could be applied to any lesson*.)     * This standard interprets products of whole numbers. Students recognize multiplication as a means to determine the total number of objects when there are a specific number of groups with the same number of objects in each group. Multiplication requires students to think in terms of groups of things rather than individual things. Multiplication is seen as “groups of” and problems such as 5 x 7 refer to 5 groups of 7. However, it is important for teachers to understand there are several ways in which we can think of multiplication:   + 1)Multiplication is often thought of as repeated addition of equal groups. While this definition works for some sets of numbers, it is not particularly intuitive or meaningful when we think of multiplying 3 by 1/2, for example, or 5 by -2. In such cases, it may be helpful to widen the idea of grouping to include evaluation of part of a group. This concept is related to partitioning (which, in turn, is related to division). Ex: three groups of five students can be read as 3 • 5, or 15 students, while half a group of 10 stars can be represented as 1/2 • 10, or 5 stars. These are examples of partitioning; each one of the three groups of five is part of the group of 15, and the group of 5 stars is part of the group of 10.   + 2)A second concept of multiplication is that of rate or price. Ex: If a car travels four hours at 50 miles per hour, then it travels a total of 4 • 50, or 200 miles; if CDs cost eight dollars each, then three CDs will cost 3 • $8, or $24. 3)A third concept of multiplication is that of multiplicative comparison. Ex: Sara has four CDs, Joanne has three times as many as Sara, and Sylvia has half as many as Sara. Thus, Joanne has 3 • 4, or 12 CDs, and Sylvia has 1/2 • 4, or 2 CDs.   **Example for this level (3.OA.1):**  Jim purchased 5 packages of muffins. Each package contained 3 muffins. How many muffins did Jim purchase? 5 groups of 3, 5 x 3 = 15.  Describe another situation where there would be 5 groups of 3 or 5 x 3.     * Students recognize multiplication as a means to determine the total number of objects when there are a specific number of groups with the same number of objects in each group. Multiplication requires students to think in terms of groups of things rather than individual things. Students learn that the multiplication symbol ‘x’ means “groups of” and problems such as 5 x 7 refer to 5 groups of 7. * To further develop this understanding, students interpret a problem situation requiring multiplication using pictures, objects, words, numbers, and equations. Then, given a multiplication expression (e.g., 5 x 6) students interpret the expression using a multiplication context. (See Table 2, page 58) They should begin to use the terms, factor and product, as they describe multiplication.      * This standard references various strategies that can be used to solve word problems involving multiplication & division. Students should apply their skills to solve word problems. Students should use a variety of representations for creating and solving one-step word problems, such as: If you divide 4 packs of 9 brownies among 6 people, how many brownies does each person receive? (4 x 9 = 36, 36 ÷ 6 = 6).      * **Examples of multiplication:**   + There are 24 desks in the classroom. If the teacher puts 6 desks in each row, how many rows are there? This task can be solved by drawing an array by putting 6 desks in each row. This is an array model      * This task can also be solved by drawing pictures of equal groups. 4 groups of 6 equals 24 objects     \*\*\*\*\*\* \*\*\*\*\*\* \*\*\*\*\*\* \*\*\*\*\*\*     * A student could also reason through the problem mentally or verbally, “I know 6 and 6 are 12. 12 and 12 are 24. Therefore, there are 4 groups of 6 giving a total of 24 desks in the classroom.”      * A number line could also be used to show equal jumps.      * Students in third grade should use a variety of pictures, such as stars, boxes, flowers to represent unknown numbers (variables). Letters are also introduced to represent unknowns in third grade.      * This standard uses the word fluently, which means accuracy, efficiency (using a reasonable amount of steps and time), and flexibility (using strategies such as the distributive property). “Know from memory” does not mean focusing only on timed tests and repetitive practice, but ample experiences working with manipulatives, pictures, arrays, word problems, and numbers to internalize the basic facts (up to 9 x 9).      * By studying patterns and relationships in multiplication facts and relating multiplication and division, students build a foundation for fluency with multiplication and division facts. Students demonstrate fluency with multiplication facts through 10 and the related division facts. Multiplying and dividing fluently refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.     Strategies students may use to attain fluency include:  • Multiplication by zeros and ones  • Doubles (2s facts), Doubling twice (4s), Doubling three times (8s)  • Tens facts (relating to place value, 5 x 10 is 5 tens or 50)  • Five facts (half of tens)  • Skip counting (counting groups of \_\_ and knowing how many groups have been counted) • Square numbers (ex: 3 x 3)  • Nines (10 groups less one group, e.g., 9 x 3 is 10 groups of 3 minus one group of 3)  • Decomposing into known facts (6 x 7 is 6 x 6 plus one more group of 6)  • Turn-around facts (Commutative Property)  • Fact families (Ex: 6 x 4 = 24; 24 ÷ 6 = 4; 24 ÷ 4 = 6; 4 x 6 = 24)  • Missing factors     * General Note: Students should have exposure to multiplication and division problems presented in both vertical and horizontal forms. (Problems presented horizontally encourage solving mentally).      * By studying patterns and relationships in multiplication facts and relating multiplication and division, students build a foundation for fluency with multiplication and division facts. Students demonstrate fluency with multiplication facts through 10 and the related division facts. Multiplying and dividing fluently refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.     **Instructional Strategies:**     * In Grade 2, students found the total number of objects using rectangular arrays, such as a 5 x 5, and wrote equations to represent the sum. This strategy is a foundation for multiplication because students should make a connection between repeated addition and multiplication. * Students need to experience problem-solving involving equal groups (whole unknown or size of group is unknown) and multiplicative comparison (unknown product, group size unknown or number of groups unknown) as shown in Table 2 of the Common Core State Standards for Mathematics, page 74. * Encourage students to solve these problems in different ways to show the same idea and be able to explain their thinking verbally and in written expression. Allowing students to present several different strategies provides the opportunity for them to compare strategies. * Sets of counters, number lines to skip count and relate to multiplication and arrays/area models will aid students in solving problems involving multiplication and division. Allow students to model problems using these tools. Students should represent the model used as a drawing or equation to find the solution. * Show a variety of models of multiplication. (i.e. 3 groups of 5 counters can be written as 3 × 5. Provide a variety of contexts and tasks so that students will have more opportunity to develop and use thinking strategies to support and reinforce learning of basic multiplication and division facts. * Have students create multiplication problem situations in which they interpret the product of whole numbers as the total number of objects in a group and write as an expression. Also, have students create division-problem situations in which they interpret the quotient of whole numbers as the number of shares. * Students can use known multiplication facts to determine the unknown fact in a multiplication or division problem. Have them write a multiplication or division equation and the related multiplication or division equation. For example, to determine the unknown whole number in 27 ÷page7image18496= 3, students should use knowledge of the related multiplication fact of 3 × 9 = 27. They should ask themselves questions such as, “How many 3s are in 27 ?” or “3 times what number is 27?” Have them justify their thinking with models or drawings. * Students need to understand the part/whole relationships in order to understand the connection between multiplication and division. They need to develop efficient strategies that lead to the big ideas of multiplication and division. These big ideas include understanding the properties of operations, such as the commutative and associative properties of multiplication and the distributive property. The naming of the property is not necessary at this stage of learning. * In Grade 2, students found the total number of objects using rectangular arrays, such as a 5 x 5, and wrote equations to represent the sum. This is called unitizing, and it requires students to count groups, not just objects. They see the whole as a number of groups of a number of objects. This strategy is a foundation for multiplication in that students should make a connection between repeated addition and multiplication. * As students create arrays for multiplication using objects or drawing on graph paper, they may discover that three groups of four and four groups of three yield the same results. They should observe that the arrays stay the same, although how they are viewed changes. Provide numerous situations for students to develop this understanding. * To develop an understanding of the distributive property, students need to decompose the whole into groups. Arrays can be used to develop this understanding. To find the product of 3 × 9, students can decompose 9 into the sum of 4 and 5 and find 3 × (4 + 5). * Using various strategies to solve different contextual problems that use the same two one-digit whole numbers requiring multiplication and division situations (Common Core State Standards for Mathematics 2010) (page 58 in this document). * National Council of Teachers of Mathematics, Illuminations: Exploring equal sets.   <http://katm.org/wp/wp-content/uploads/flipbooks/3flipbookedited_2.pdf>  **Theory**  (*Include a description of the theory and how it specifically applies to your lesson. Theorists such as Piaget, Vygotsky, Dewey, Gardner, etc*.)  Vygotsky’s Social Constructivism-  Social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of much learning. This theory goes with this lesson because the students are interacting with one another. They have to find other students to work out a problem, and communicate with each other to agree on an answer. The students also have to work together to plan a meal for a day. They are collaborating with each other to choose what to eat at breakfast, lunch, dinner, and as a snack.  <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/social-constructivism/>  **Common Misconceptions or Difficulties**  (*What are some common areas in which students are likely to have misconceptions or difficulties pertaining to the specific content that you are teaching*?)     * Students think a symbol (? or []) is always the place for the answer. This is especially true when the problem is written as 15 ÷ 3 =? or 15 = page7image30552x 3.   <http://katm.org/wp/wp-content/uploads/flipbooks/3flipbookedited_2.pdf> |
| **References**  *(List the sources used in this lesson for activities, vocabulary, rationale, theory, misconceptions, etc.)* |
| <http://katm.org/wp/wp-content/uploads/flipbooks/3flipbookedited_2.pdf>   * I used this site for the rationale and misconceptions.   <http://www.teacherspayteachers.com/Product/Using-Entrance-Slips-to-Guide-Instruction-A-Formative-Assessment-Resource-807273>   * I used this site for the entrance slip I’m using for a formative assessment.   <http://www.mathworksheets4kids.com/word-problems/multiplication/1by1.pdf>   * I used this site for the word problems I’m using as my summative assessment.   <http://www.teacherspayteachers.com/Product/Find-Someone-Who-3OAA1-Multiplication-and-Division-Common-Core-Math-742057>   * I used this site for the “Find Someone Who” activity.   <http://www.teacherspayteachers.com/Product/The-Meal-Planning-Project-914288>   * I used this site for the Meal Planning Activity.   <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/social-constructivism/>   * I used this site for my theory. |
| **Reflections/Future Modifications** |
| (*To what extent did the class learn what you intended them to learn? Describe student progress toward mastery of objectives. What trends can you identify*?)  I think the student learned what I wanted them to learn. They practiced with their multiplication facts, and interpreting arrays and equal groups. Once the student memorizes their multiplication facts, they will achieve mastery. The students are doing very well with their progress with multiplication. They have grasped the concept of arrays and equal groups very fast. The students can always use more practice, but they are doing very well with their multiplication facts.  (*How did students use the language function, vocabulary, syntax, and discourse that you identified in the Language Demands section of this lesson plan*?)  The students used the academic vocabulary. When stating an equation, the students used the words “times” or “multiplied by” and “equals.” The students discussed the problems in the “Find Someone Who” activity. The students got to the interpret and explain part of the activity, but due to time the student were not able to retell the explanation. The students used academic vocabulary to explain how to solve the problem.  (*What will be your next steps instructionally? What goals do you have for immediate and long-term re-teaching and instruction based on feedback you provided to students with varied needs*?)  My next step would be to continue on to division. The students have been working on multiplication for a couple of weeks now. I would show how multiplication and division are related. They would learn about fact families. Since multiplication is a major concept in the third grade, I would continue to review with multiplication through out the year. There are other standards that involve multiplication, such as area and solve problems with all four operations.  (*What did you learn about your students as learners? What have you learned about yourself as a teacher*?)  The students are very smart. They enjoy learning. The students really enjoy being up and out of their seats, and being able to interact with each other. I also saw that when they do work together, there are a few students that don’t do the work. They let the other group members do the work and copy the work they did. They don’t learn what they need to learn by copying. I have learn that I enjoy having student do group work. I notice that I don’t like to been still. I have to always be moving around. If I can’t stay still, then I don’t except my students to be still. I have also learned that I am learning myself. Teaching isn’t an easy job. Teaching is challenging. As a teacher, I have to make sure my students are learning what they need to know. I have to make sure I am teaching the standards correctly. I have to make sure I am doing my job.  (*Provide principles from research and/or theory specific to the content of your learning segment and students’ needs to support your statements*.)  The student got into groups to work cooperatively to complete the “Meal Planning” activity. The students interacted with each other for the social aspect of Vygotsky’s theory. The students had to collaborate to come up with a meal plan for their imaginary family. For the “Find Someone Who” activity, the student had to depend on each other to get the worksheet done. Without each other, the student would not be able to complete the activity. |